DOCUMENT RESUME

ED 073 311 VT 019 097

AUTHOR	Patrick, Peggy W.
TITLE	Education and Counseling Status Report of Young Men and Women: A Survey of Senior Students from Fourteen Public Secondary Schools in Arkansas.
INSTITUTION	Governor's Commission on the Status of Women, Little Rock, Ark.
PUB DATE	Dec 72
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Career Planning; Females; Guidance Counseling; Males; *Occupational Aspiration; Secondary Grades; Seniors; *State Surveys; Student Attitudes; Vocational Counseling; *Vocational Interests; *Work Attitudes; *Working Women
IDENTIFIERS	*Arkansas

ABSTRACT

To determine the career aspirations, counseling sources, and future plans of young women in Arkansas so as to confirm or negate the belief that women do not aspire to nor seek higher level employment positions than traditionally relegated for women, questionnaires developed by members of the Task Force on Education and Counseling were mailed to superintendents in 16 randomly selected school districts who in turn forwarded them to local school personnel. A total of 14 school districts returned the completed questionnaires. Fifty senior girls and from 10 to 20 senior boys in each district, where possible, participated in the survey. Where the total enrollment was below 50, all senior girls participated. Findings revealed that: (1) More than one-third of the females surveyed expressed the traditional attitudes and beliefs about women as workers while approximately one-half of the males agreed, and (2) Almost two-thirds of the females expressed positive attitudes toward working women as compared to one-half of the male respondents. (Author/SN)

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 073311

FILMED FROM BEST AVAILABLE COPY

EDUCATION AND COUNSELING STATUS REPORT OF YOUNG MEN AND WOMEN:

A SURVEY OF SENIOR STUDENTS

FROM

FOURTEEN PUBLIC SECONDARY SCHOOLS IN ARKANSAS

Peggy W. Patrick
Chairman
Education and Counseling Task Force

December, 1972

Submitted by the
Task Force on Education and Counseling
Governor's Commission on the Status of Women
Little Rock, Arkansas

VT013097

Education and Counseling Status Report of Young Men and Women: A Survey of Senior Students from Fourteen Public Secondary Schools in Arkansas

The role of women in the world of work has undergone extensive reviews during the past decade. For the most part, these studies have been initiated by women who have recognized the inequities and discrepancies of employment practices, salary schedules, job responsibilities and promotion practices which discriminate against women. Rather than take issue with the "rightness or wrongness" of the charges of discrimination, it seemed more practical to consider the reason given most often: that women did not aspire to nor have the qualifications needed for seeking employment in positions previously held by men or for seeking advancement to an administrative position within the organization. If this is a valid reason, then it becomes necessary that an effort be made to determine why.

The Problem:

The report contained herein is an effort made by the Committee on Education and Counseling to determine, through a survey, the career aspirations, counseling sources and future plans of young women in Arkansas. Also, the survey would help serve to validate or negate the belief that women do not aspire to nor seek higher level employment positions than traditionally relegated for women.

The Procedure:

The questionnaire was developed by members of the Task Force on Education and Counseling. Statements were designed to gather information related to career aspirations, counseling sources and future plans of the respondents. The questionnaire was field tested at Mount St. Mary's and was then revised to its final form. (See Appendix.)

Sixteen school districts were randomly selected to participate in the survey. The basis for selection considered two school districts from each of the Economic Development Administration districts to insure that data be obtained from all

geographical areas in the State. An introductory letter was sent to the superintendent of the selected school districts requesting permission to conduct the survey. Questionnaires were then mailed to the person designated by the superintendent to administer the survey. Fourteen school districts administered and returned the completed questionnaire: Harrison, Mountain Home, Batesville, Searcy, Jonesboro, Walnut Ridge, Paris, Fort Smith, Jacksonville, Brinkley, Magnolia, Texarkana, Lake Village and Monticello.

The instructions indicated that 50 senior girls and from 10-20 senior boys should be randomly selected to complete the questionnaire. When enrollment of senior girls was below 50, all senior girls completed a questionnaire. A total of 765 questionnaires were completed, 603 senior girls and 162 senior boys. This represents a return of 84.5 percent of the total 905 questionnaires originally mailed to the 16 participating school districts.

The Survey:

The results of the survey are summarized below with implications and interpretations relevant to determining career aspirations, counseling sources and future plans of young women. The questionnaires administered to senior boys will serve as a control for interpreting and analyzing the responses. The questionnaire is divided into six parts, and for the purposes of this report, a brief explanation will be made at the beginning of each part followed by the results of the tabulated responses. The implications and interpretations made are suggested to serve as guides for the Commission, and more specifically, to provide information for the Committee on Education and Counseling to develop a program of work to help meet the needs of young women in Arkansas.

PART I. ATTITUDES OF WOMEN AS WORKERS

While significant progress has been made since 1940 to improve and broaden

employment opportunities for women, there is still a growing concern that women have not been afforded the same opportunities as have men. Major legislation has made provisions for equality: The Equal Pay Act, 1963; The Civil Rights Act, 1964; The Economic Opportunity Act, 1964; The Equal Rights Amendment to the Constitution (Pending ratification by 38 of the 50 States); and the Educational Amendments of 1972. The legislative provisions, however, have not removed the traditional attitudes and beliefs that still create barriers for women in the labor force.

The ten statements given represent commonly expressed attitudes about women as workers. Statements 1-6 answered "no" represent positive attitudes and beliefs about women as workers. Conversely, statements 7-10 answered "yes" represent the more positive attitudes and beliefs. The responses reported by percentages are summarized below:

TABLE I

	STATEMENT OF BELIEF	YES		NO	
		Female %	Male %	Female %	Male %
1.	*Most girls will become housewifes and never work outside the home.	22.6	38.9	76.1	61.1
2.	*Most executive jobs can be handled better by men.	47.9	75.9	51.2	24.0
3.	*Women should stick to "women's" jobs such as teaching, nursing, secretarial work and not compete with men.	29.4	45.0	69.7	54.3
4.	*The employment of mothers will lead to juvenile delinquency.	17.0	28.4	80.8	69.1
5.	*Women would rather work for men than other women.	66.6	78.4	31.3	20.4
6.	*College education is more imporant for men than women.	35.3	48.1	64.0	51.9
7.	**The gap between the average salary made by men and women is widening.	25.0	23.5	73.8	76.5
8.	**Most jobs are sexless and can be done as well by women as men.	60.4	51.2	38.3	48.1
9.	**Most women have a low estimate of their own ability to perform in difficult jobs.	57.4	58.6	40.8	42.6
10.	**A woman should be able to hold and be promoted in whatever job for which she prepares herself.	96.0	90.1	4.0	9.3

Average percentages of statements of beliefs that indicate positive attitudes.

Female 61.2 Male 50.4

Average percentages of statements of beliefs that indicate traditional attitudes.

Female 37.5 Male 49.1

Total Average Percentages of Respondents Female 98.7 Male 99.5

The difference between the percentages given and 100 percent reflects the non-respondents to the various statements.

*The "no" answer represents positive attitudes.
**The "yes" answer represents positive attitudes.

SUMMARY:

Based on the student responses, the following interpretations are offered:

1. More than one-third of the females surveyed expressed the traditional attitudes and beliefs about women as workers while approximately one-half of the males agreed.

2. Almost two-thirds of the females expressed positive attitudes toward working women as compared to approximately one-half of the male respondents.

It would appear, overall, that there is a definite trend for both males and females to be more liberal in their attitudes and beliefs concerning working women. In Arkansas, women comprise 39.8% of the civilian labor force. When it is considered that 3 out of every 5 working women are married and that 9 out of every 10 women will be employed sometime during their life, then consideration should be given to counseling young women to prepare themselves with a saleable skill. Many women work for self-fulfillment - the majority work for an income. Few women are aware of differential treatment until after they have entered employment and consequently find themselves "locked in" positions that provide little or no advancement. Only then do they fully realize that other discrepancies occur, i.e., less pay for comparable work or employment not commensurate with abilities and educational attainment (underutilization).

One of the foremost needs we have in Arkansas is getting young women to understand that unequal educational and employment rights represent real inequities and barriers for them. Young women should be counseled to prepare for careers based on their individual interests and abilities despite the fact that they may not expect to work outside the home after they are married.

PART II. EDUCATION-EMPLOYMENT STEREOTYPING

The purpose of Part II was to determine the extent high school students perceived occupations and vocational education courses believed to be more appropriate for one sex. The occupations and courses listed below are summarized on the basis of the majority opinion as to whether the job is viewed primarily as male, female or both:

TABLE II

OCCUPATIONS		
	Majority Response	
Occupation	Female	Male
Social Worker	Both	Both
School Superintendent	Male	Male
Engineer	Male	Male
Librarian	Female	Female
Lawyer	Both	Male
Dietician	Both	Both
Forester	Male	Male
Coach	Male	Male
Teacher	Both	Both
Doctor	Both	Both

TABLE III

VOCATIONAL COURSES		
	Majority Response	
Course	Female	Male
Agriculture	Male	Male
Mech. Drawing	Both	Male
Home Economics	Female	Female
Art	Both	Both
Journalism	Both	Both
Child Development	Both	Female
Industrial Arts	Both	Male
Shorthand and/or Typing	Both	Both
Auto Mechanics	Male	Male

SUMMARY:

1. It can be generalized that of the occupations listed in this survey that both males and females tend to hold similar perceptions of occupations appropriate to one or both sexes. (The male responses indicated a lawyer as predominate for males but only by a slight majority - 50.6% "male" to 48.8% "both.")

2. The females tended to be more open minded about vocational courses for both sexes while the males tended to support traditional stereotyping of the courses listed in this survey.

A closer look at the occupations and courses used in the survey would reveal that the employment responsibilities and course contents could be achieved and utilized by either sex; however, traditional exposure by school practices, textbooks, news media, etc., has contributed to perpetuating barriers which prevent women from seeking career preparation in certain occupations. It is believed that guidance counselors should consider individual aptitudes, interests and abilities when counseling young women rather than promoting careers that are "more appropriate for women."

PART III. CAREER ASPIRATIONS

Part III was designed to obtain information on the type of careers that young women seek, the type of careers that they would like to seek, and then what they believed to be the most important thing in the future. From the tabulations made and the large number of non-respondents averaged in this part (87% female respondents and 88% male respondents), it was apparent that many of the students were still undecided about future career plans although they were less than a month away from high school graduation.

1. Students were asked to check their immediate plans for the future in this sub-item:

TABLE IV

	I Plan To:	Female %	Male %
1.	Work without further education after high school.	20.4	13.6
2.	Attend vocational or business school.	15.4	10.5
3.	Attend college in-state.	44.1	41.9
4.	Attend junior or community college.	8.5	5.6
5.	Go into military service.	1.7	16.0
6.	Attend college out-of-state.	8.1	9.9
	TOTAL RESPONDENTS	98.2	97.5

2. In this sub-item, students were asked to name the career, vocational choice or job they expected to enter. The following categories were chosen because of the wide variety of occupations.

Professional:	Occupations requiring at least a baccalaureate degree were included, i.e., doctors, lawyers, teachers, engineers, etc.
Technical:	Occupations that are highly specialized requiring an associate degree or two years of specialized training beyond high school, i.e., registered nurse, medical technicians, pilots, dental technicians, etc.
Managerial:	Occupations that were general in designation but reflected areas of the business world that were borderline training of a professional nature, i.e., businessman, office manager, insurance, real estage, broker, etc.
Agriculture:	Occupations related to producing and growing crops and raising livestock, i.e., farmer, rancher, poultry, forestry, horticulture, etc.
Clerical and Sales:	General occupations designated in office and department stores, i.e., secretary, receptionist, sales clerk.
Skilled:	Occupations requiring specialized skills such as those of the auto mechanic, electrician, practical nurse, factory worker, construction worker, etc.
Service:	Occupations that were somewhat general yet indicated public service type of work, i.e., policeman, airline stewardess, beautician, teacher aide, politician, social worker, etc.

Liberty was taken to categorize the occupations when students indicated no plans for college preparation yet indicated an occupation often associated with college training such as minister, social worker, and politician. If the student had checked further college training, it was tabulated as a professional occupation. On the other hand, if a student did not indicate further training, the tabulation was reflected in the service category. Military service and housewife were added because of the large number designating these choices.

Items 2 and 3 are shown together in order to allow for comparisons:

TABLE V

I plan to become:	Respondents %		I would like to become:	Respondents %	
	Female	Male		Female	Male
Professional	37.1	34.6	Professional	45.9	44.4
Technical	12.4	11.7	Technical	10.0	11.7
Managerial	2.8	8.6	Managerial	2.2	3.7
Agriculture	.5	3.7	Agriculture	1.7	6.8
Clerical/Sales	19.6	1.9	Clerical/Sales	9.1	.6
Skilled	4.1	12.3	Skilled	3.6	5.6
Service	1.0	4.3	Service	3.8	5.6
Military	.8	4.9	Military	.3	4.9
Housewife	3.8	.0	Housewife	3.6	.0
Total % of Resp.	82.1%	82.0%	Total % of Resp.	80.2%	83.3%

SUMMARY:

1. A greater percentage of students both male and female tend to aspire to professional careers while planning to train for other types of occupations.

2. Clerical and sales occupations were the second largest category chosen by the female students in indicating what they planned to become; however, in indicating what they would like to be, more than ten percent of those students expressed some other occupation.

3. Non-respondents consisted of from 17-20 percent of the students in the survey which may indicate that these students still did not have future occupational plans even though graduation was less than a month away at the time the questionnaire was administered.

In Item 4 students were asked to rank what they believed to be the most important thing in their future. The list was comprised of basic values related to family living in a community. The rankings shown are based on the total of the first three choices made by students.

TABLE VI

Basic Values	Rankings	
	Female	Male
Getting Married	1	3
Full-time Career	2	1
Part-time Job	4	5
Owning a Home	3	2
Rearing Children	5	6
Keeping House	6	7
Leisure & Recreation Time	7	4

SUMMARY:

1. Female students tend to consider marriage as the important thing in their future while male students believed having a full-time career more important.

2. Choices made by male students tend to reflect traditional expectations of society, i.e., career, owning a home and then marriage in this order of priority. It should be noted that having leisure and recreation time ranked fourth for male students and was ranked seventh by female students.

3. Even though female students rated getting married first, they rated having a full-time career as second. It would appear that the majority of the female students do expect to work after getting married.

The inconsistent markings made by the students between Items 1-4 in Part III seem to indicate that many have not given attention to future plans. For example, students, both male and female, marked Item 1 as entering the labor market without further career preparation but then indicated in Item 2 they planned to enter a professional occupation. A major need evidenced is that students should be guided in making realistic career choices prior to exiting from high school. Young women especially should be guided in selecting career choices since the majority consider a full-time career second only to marriage. The growing trend of women in the world of work should be emphasized by counselors in helping young women select occupations commensurate with their capabilities and interests rather than because certain occupations lend themselves to women in the dual role of homemaker and wage-earner.

PART IV. COUNSELING SOURCES

The purpose of this part was to determine the present source, if any, of counseling services for young women. Male students also responded to this part, however, the summary shown reflects only female student responses.

TABLE VII

COUNSELING INFORMATION	Counselor %	Parent %	Teacher %	Other %	No One %	Total %
1. Information about colleges and other educational opportunities after high school was given me by:	11.4	2.1	1.2	4.3	1.3	20.3
2. Information about job and career opportunities for women was given me this year by:	7.2	1.5	3.0	4.9	5.4	22.0
3. Limitations for better paying jobs and promotions which would confront me as a woman were described for me by:	2.0	2.4	2.3	4.1	8.2	19.0
4. The accomplishments of women as professionals, executives, and leaders in America was fully presented to me by:	1.2	1.1	1.9	4.7	9.7	18.6
5. The person who influenced me most in my future plans was:	.9	6.7	1.9	6.7	3.9	20.1
PERCENTAGE TOTALS	22.7	13.8	10.3	24.7	28.5	100.0

SUMMARY: (Female Only)

1. Most students in the survey believed they had not received the counseling services listed in the survey, thus indicating "No One" had counseled them in these areas.

2. Of the students who indicated they had received counseling, "Other" was believed responsible and designated more times than the school counselor, the parent or a teacher.

3. More than 70 percent of the students indicated they had received various counseling services.

4. "Parents" and "Others" received equal designation as the person who had been the most influential in the future plans of the student; however, less than 20 percent of the students responding checked that a person had influenced them in any way about future education and career plans.

Young women need special counseling to help them understand that women do have a place in serious education and training. Women often fail to see that the future may extend beyond marriage or may not include marriage. Consequently, they give little attention to making rational career choices and following through with the

necessary training to attain needed qualifications. It should be understood that the social forces are rapidly changing the roles of women. Included among these forces are: labor-saving devices in the home, public kindergartens which mean children are in school at an earlier age, increased educational opportunities for women and increased employment opportunities for women. It should be noted that the recent trend of women participating in the labor force is expected to continue upward. Since women are going to be in the labor force, it would seem only logical that they be counseled to prepare themselves for an occupation of their own choosing rather than entering a job later by chance. The latter method often leaves a women frustrated, dissatisfied, and even bored while the paycheck becomes an end in itself. It is believed that high school counselors could help young women avoid this pitfall and become aware of the educational resources and career opportunities, recognizing, however, that before this can happen, counselors need to be made aware of such opportunities and resources. It is further believed the booklet, Counseling Girls and Women, published by the U.S. Department of Labor, should be provided all high school counselors in Arkansas.

PART V. A WOMAN'S IMAGE ON EMPLOYMENT

The purpose of this part was to ascertain if the students held a positive self-image of a woman's ability to maximize her full potential in a career situation. The responses of both male and female students are given for comparison. "Yes" answers will reflect a positive image of women as workers.

TABLE VIII

IMAGE CONCEPT	YES		NO	
	Female	Male	Female	Male
1. A woman can be successful in whatever job she undertakes.	62.4	42.6	36.2	56.2
2. A woman can overcome the barriers and stereotypes to earn promotions in her job.	83.2	88.3	16.9	10.5
3. A woman will probably need retraining if she expects to work after her family is reared.	68.0	67.3	30.5	31.5
4. A woman can combine homemaking and family rearing with either a full-time career or a part-time career outside the home.	75.8	16.1	22.7	37.7
AVERAGE OF TOTAL RESPONSES BY PERCENTAGES	72.4	64.8	26.5	33.9

SUMMARY:

1. While a majority of the students indicated a positive image of women as workers, more than one-fourth of the female students and one-third of the male students still seem not to recognize the contributions that women can make as a successful career woman.

2. Male students tend more than female students to believe women can overcome the barriers and stereotypes to earn job promotion

The results of this part point to the need for young women to receive counseling and guidance services to help them realize their potential as individuals. Traditionally, women have accepted the fact that men are more likely to receive promotions along with higher salaries. As a result of being labeled the "weaker sex," women have believed the perpetuated myths which generate the idea that they are inferior. Women have been taught not to compete with men on the grounds that it detracts from their feminity, but many have found that being feminine does not help the widow or divorced woman support her children. When enough women experience and understand the barriers and inequities that exist in all facets of living for women, it may then be a time that the 51.5 percent of the total population in Arkansas which is female can speak with sufficient authority to break down such barriers. Women who

wish to have a career and advance in that career have, of course, the responsibility to prepare themselves. A full-time career in a lesser job, for the most part, requires little more time than a higher paying job. Qualification, training and opportunity makes the difference. Woman who do not want a career other than home-making should definitely have this choice, but only after they understand the available options. It is believed that schools at all levels, counselors and news media should make an effort to seriously consider and resolve the misunderstandings and stereotyping of women that now exists.

PART VI. COUNSELING CONFERENCE AND EXISTING DISCRIMINATIONS

Part VI asked the students, both non-college bound and college bound, to indicate the number of conferences held with the guidance counselor. It was believed that college-bound students had more conferences than did the non-college bound. While this belief was not supported, the tabulations made here did not agree with what students had indicated previously in Item 1 of Part III. Therefore, the results are given without attempting to summarize them.

TABLE IX

NON-COLLEGE BOUND		COLLEGE BOUND	
Female	Average No. Conf. Per Student	Female	Average No. Conf. Per Student
31%	3.4	62.2%	1.7
Male	Average No. Conf. Per Student	Male	Average No. Conf. Per Student
32%	2.0	58.0%	2.4

2. Students were asked if sex discrimination existed in school. Those responding yes listed the following ways:

TABLE X

Discriminating Practices	Female	Male
1. Athletics	X	X
2. Courses Stereotyped	X	
3. Dress Code	X	
4. Student Leadership Positions	X	
5. Bus Drivers	X	
6. Smoking	X	
7. ROTC	X	
8. Pregnant Students Expelled	X	
9. Married Students' Participation	X	
10. Cafeteria (Boys get more food)	X	
11. Teacher Partiality	X	X
12. Punishment Policies	X	X
13 NYC Jobs	X	

SUMMARY:

From the tabulations, it was apparent that the female students believed there were more discriminatory practices than did the male students. Selected comments below show additional student reactions to the questionnaire. No attempt has been made to edit these comments and it is believed they serve well as a conclusion to this report.

Female Comments:

I don't think women should completely fit into a "man's world," but if she thinks she can, she should be given the opportunity.

Women should have the same opportunities as men but do not need to compete with each other.

Women's lib is a good thing, but they're carrying it to extremes.

Women should take on any job they feel they can handle.

Men are going to have to move over.

I believe women's status is equal enough to men now.

A woman can get what she wants without making all this trouble (women's lib).

There needs to be someone come to the school and describe job opportunities and the career openings to women.

A woman's most important place is with her family.

If a woman doesn't get married, she should get a job within the range of jobs for women.

A woman should stay in her place; a woman who gets married and has kids should not have to work.

Women have too long been servants of their husbands - should not have to observe needless restrictions.

When a mother is a "mother," whether she works full-time, part-time or not at all, there should be no problem of juvenile delinquency. If a father did not work, he would probably be a better father, too.

When women do men's work, I feel they should get paid the same salary.

A girl can usually do just as good a job, if not better, than a boy. There are some instances where this does not apply just as there are some instances where a man cannot do a woman's job. But, there are a lot of different careers in which a woman could be a success if it weren't so hard for them to prove themselves.

Although a feeling of accomplishment may be sought by a woman through a career, I believe the home life should be the first consideration. Real accomplishment should come from the use of the purely feminine, maternal instinct in raising well-brought-up children and in keeping her marriage an interesting and successful one. A career is fine if it does not interfere with this.

I think a woman's place is in the home. But sometimes this depends on the type of person she is. For me, I would like to work at a fulltime job after I finish my education, but when I marry, I will want to spend my time taking care of my husband, family and home. I don't think a woman could be bored if she really cared about marriage. There are always improvements she could make in her home or have an interesting hobby if she likes.

I believe if a woman wants to break her back doing a man's job, let her and give her equal pay; but as far as I'm concerned, a woman's place is by her husband's side, raising children.

I believe that if women train for a job (college, etc.), she should have the same right to get that job and the same salary.

In many of the questions, a definite yes or no is difficult to choose between. There should be another choice such as "sometimes" or "in some cases." This is because all women are not the same, and therefore, some are not qualified to be a part of the business world.

I think it is good that so many people will be filling these out because I think you will get quite different views from the papers. On listing the things that are important to me in order of 1 to 7, I put a fulltime career as number 7. This is just my own feelings. I have never wanted to work fulltime all my life. For a while it would be interesting and probably after I have had children and they are in school, I would go back to a job.

Woman's place is in the home. Should be limited to jobs for women. Men and women should be distinguished by other means than sex.

A woman's family must come first and the husband's part is to provide. If he doesn't make enough, as is often the case, then it becomes necessary for both to work so you should wait for additional members of the family until you can afford them.

Chances for advancement depends on qualities and not sex.

A woman's place is in the home; if she has a career, she shouldn't have children.

Boys are always the ones the teachers call on to do the "heavy work." Boys are the ones that are allowed to do biology experiments. We have men as coaches and agriculture teachers.

We have no female physical activities that girls can do, only boys. Girls have to sit in class daily while the boys are out preparing themselves to protect their country. Our school always provides man-type meetings with no girls allowed.

The boys tend to think they should lead us except in academic subjects. My husband would like to think he is more able to do everything than I am and that he has more common sense.

In my opinion, women can successfully compete with men in career fields, except, of course, in those jobs which require great physical strength. Even in this field, some women could manage. However, in the more taxing jobs where mental ability is more important than menial chores, women would, I feel, be considered the more quipped and suitable for the job.

School merely continues the myth of woman-mother-housewife by encouraging girls to deny their own intellect, that their highest honor in life is to wave a pom-pom in a meat parade, and for God's sake, don't be better than the boys in anything. The trouble begins in elementary school with stereotyped jobs being shown to the small girls, i.e., nurse, teacher, housewife, and that is the limit of jobs open to them. There is more to life than being a baby machine, but no one would know it from the fantastic amount of encouragement we get. Counselors suggest nice, small, Christian colleges and personality is suppressed. Girls of strength live in the fear of ridicule, and black women have it the worst. This problem, that women are still being treated as third-caass citizens, makes me very angry and bitter. No one is going to keep me from getting what I want--and if society can't hack it...NUTS.

Mainly in the publication of boys' sports as opposed to girls'. I don't believe in woman's lib as a rule, but I do think if a woman wants to get out and work, she should get the pay and rank as a man, no more. I personally want my husband to be the money earner.

There are certain stereotypes which have been cast that simply will not be broken. These discriminations are not forced but are merely thought so deeply entrenched that they cannot be broken.

I think there is too much emphasis placed on the sex (color, creed, etc.) of a person (as in this questionnaire) and not enough placed on the individual.

I think probably if there was more counseling in high schools, both men and women would go into more suitable jobs. I don't think the problem is only for women.

We should have people from colleges and counselors tell us about the different jobs open to women. Teachers should give us ideas of what is open in their field such as chemistry or biology, etc.

Although there is not much sex discrimination in my school, I feel that there is too much elsewhere. Most women are just as capable of holding many jobs as men are. Looking at it from the negative point of view, many men are just as incapable as women. A main argument against women having men's jobs states that women are too emotional. Many men that I know are emotional and I think more so than I am.

Male Comments:

If a woman has children she should rear her children first, unless there is a financial problem.

A woman's place is in the home. It's a man's responsibility to support his family.

Woman's place is not entirely in the home, but some jobs should be restricted to men.

Women have equal opportunities.

Women are as capable as men in many jobs and should be given every promotion and chance as men. She deserves it as well as anyone else.

A woman should not mix career with family.

Absurd that girls must have better grades than males to get accepted in college.

The world is changing gradually, and so the people and the customs have to change. Most jobs today a woman or man could have but I will always think that man is the "big" boss.

Counselors need to discuss more with the students about the careers open and the type of training needed.

Women are human, but man was put over woman back in the old days by God, Himself, and she can't be as equal as man or expect to rule over man; God didn't intend it to be this way and it never should be that way. It's a stupid deal.

Just because women are built different from men doesn't mean they're completely different.

Although I am not a girl, I think they are rather useless in the business world.

There are certain jobs in which women are not muscular enough to handle.

The world is opening up for women now more than ever. But for them to get a chance, they must overcome the barriers of the "man's world."

I don't know how but there is in some places. Everyone has to feel superior to something and someone probably feels superior to women so they discriminate against them.

APPENDIX

Governor's Commission on the Status of Women
Room 08 - State Capitol
Little Rock, Arkansas 72201

Questionnaire

It is not necessary to sign your name but we would appreciate the following information:

Age ___ Grade ____ School Name _____ District _____

		Check One
1.	Most girls will become housewives and never work outside the home.	__ yes __ no
2.	Most executive jobs can be handled better by men.	__ yes __ no
3.	Women should stick to "women's" jobs such as teaching, nursing, secretarial work and not compete with men.	__ yes __ no
4.	The employment of mothers will lead to juvenile delinquency.	__ yes __ no
5.	Women would rather work for men than other women.	__ yes __ no
6.	College education is more important for men than for women.	__ yes __ no
7.	The gap between the average salary made by men and that made by women is widening.	__ yes __ no
8.	Most jobs are sexless and can be done as well by women as men.	__ yes __ no
9.	Most women have a low estimate of their own ability to perform in difficult jobs.	__ yes __ no
10.	A woman should be able to hold and be promoted in whatever job for which she prepares herself.	__ yes __ no

II.

1. Please write either "m" (for male) or "f" (for female) or "b" (for both male and female) beside the following types of jobs as you view them.

__ social worker __ engineer __ lawyer __ forester __ teacher

__ school superintendent __ librarian __ dietitian __ coach __ doctor

2. Please write either "m" (for male) or "f" (for female) or "b" (for both male and female) beside the courses which you identify as being appropriate for one or the other or both. Please check "x" beside courses you have taken.

__ Agriculture

__ Mechanical Drawing

__ Home Economics

__ Art

__ Auto Mechanics

__ Journalism

__ Child Development

__ Industrial Arts

__ Shorthand and/or Typing

III.

1. I plan to: (check one)

__ work without further education after high school. __ attend junior or community college.

__ attend vocational or business school. __ go into military service

__ attend college in-State. __ attend college out-of-State.

2. I plan to become:

_____
(name of career, vocation choice or job)

3. If I could do anything I wanted to, I would like to be:

_____
(name a career, vocation preference or job)

4. The most important thing in my future is: (Rank in order of priority, 1 through 7 with 1 as highest)

__ getting married __ owning a home

__ having a full-time career __ rearing children

__ working part-time on a job __ keeping house

__ having plenty of leisure and recreation time

V.

	Check One				
	Counselor	Parent	Teacher	Other	No One
1. Information about colleges and other educational opportunities after high school was given me by:	__	__	__	__	__
2. Information about job and career opportunities for women was given me this year by:	__	__	__	__	__
3. Limitations for better paying jobs and promotions which would confront me as a woman were described for me by:	__	__	__	__	__
4. The accomplishments of women as professionals, executives and leaders in America was fully presented to me by:	__	__	__	__	__
5. The person who influenced me most in my future plans was:	__	__	__	__	__

V.

Check One

1. A woman can be successful in whatever job she undertakes. __ yes __ no

2. A woman can overcome the barriers and stereotypes to earn promotions in her job. __ yes __ no

3. A woman will probably need retraining if she expects to work after her family is reared. __ yes __ no

4. A woman can combine homemaking and family rearing with either a full-time career or a part-time career outside the home. __ yes __ no

VI.

1. As a __non-college bound __ college bound student (check one), I have had ___ (number) conferences with the Guidance Counselor about my future career plans.

2. Do you believe there is sex discrimination in your school? __ yes __ no

   If so, how?

Comments: (use back if necessary)